



# Newsletter for IFLA section no. 11 School Libraries and Resource Centers

Issue 43, December 2006

## Latest news!

Now a blog for comments  
for the themepages

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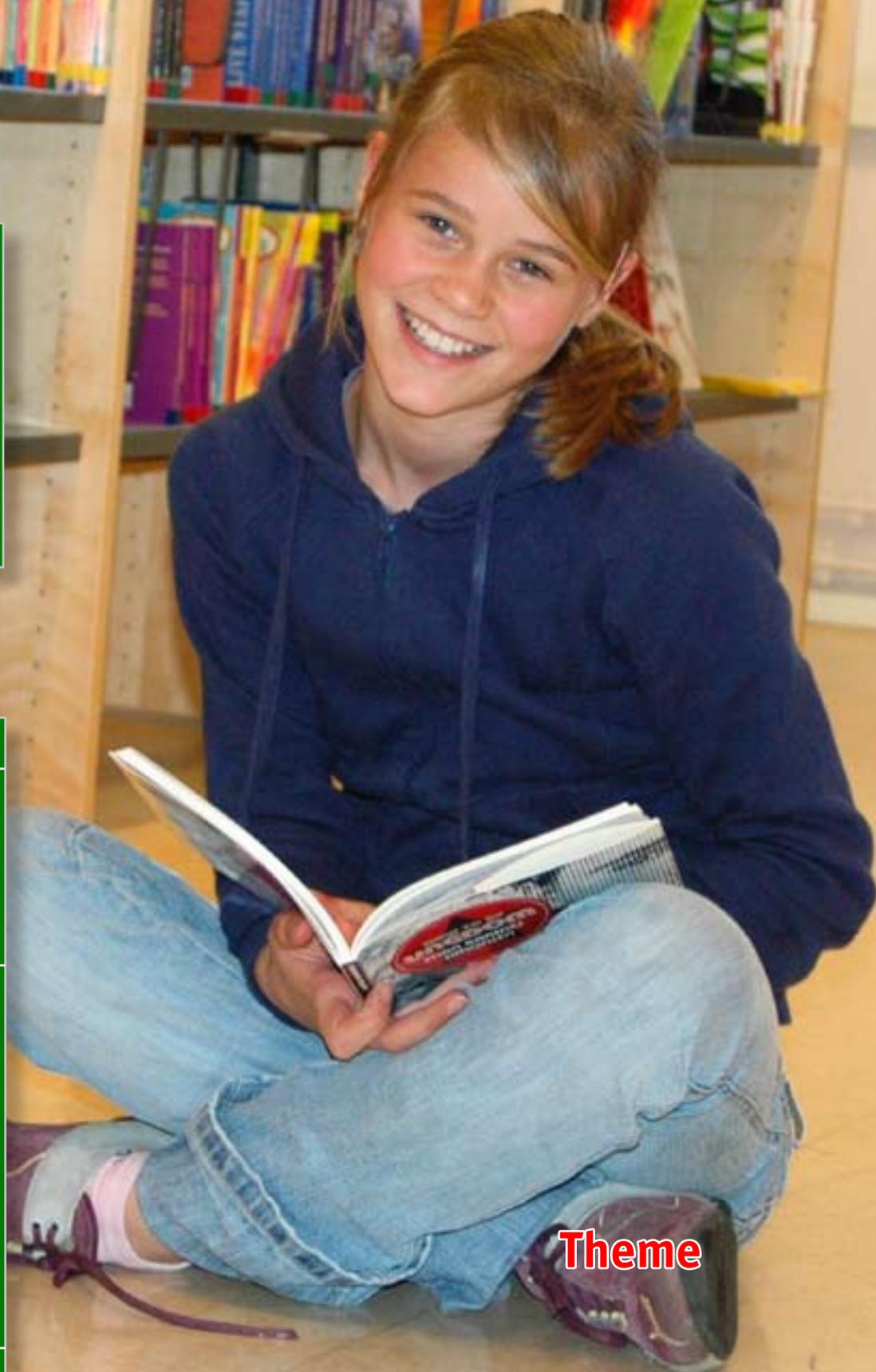
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**Theme**

**The school library + Information literacy:  
the perfect combination**

# CHAIRPERSON'S REPORT 2006

BY JAMES HENRI  
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At the Oslo Conference Anne Clyde (Iceland) and I were re-elected to the positions of Chair and Secretary respectively.



Prior to that meeting, Vincent Liquete (France) had resigned his position as the Newsletter Editor. Julie Tallman who had agreed at the 2004 World Library and Information Congress to be Information Officer announced her resignation following the Oslo conference. This meant that there were a number of positions to fill and volunteers to be recruited. As you will all be aware things were made even more complicated with the sudden death of the Standing Committee Chair. Anne Clyde was a tireless advocate for this Section. Her untimely departure had an immediate impact on the well being of many aspects of school librarianship and not least on this Section and on IFLA more generally.

It was my belief that the Section would be best served by maintaining a consistency in the approach that had been adopted by Anne and her team and I therefore

resigned as Secretary so I could contest the position of Chair. Elections were conducted for the positions of Chair and Secretary and as a result I am the Chair and Lourense Das (The Netherlands) is the Secretary.

Subsequently I confirmed the appointment of Niels Damgaard (Norway) as Newsletter Editor. (This was an appointment made by Anne following discussions in Oslo.) I also appointed Bruno Vermeeren (Belgium) as the Information Officer. I want to express my sincere gratitude to these three officers for their significant contributions throughout the year. On behalf of the Section I wish to acknowledge the special support offered by their employers namely Lourense (her self!), Niels (Biblioteksentralen AL) and Bruno (VVBAD) without whose support their contributions would be far weaker.

You will recall that Anne Clyde mentioned in her 2005 report that: Because of the relatively large number of responses [to the Oslo Open Session], many of which deserved to be presented in public, I entered into an agreement

with Dr Dianne Oberg, Editor of School Libraries Worldwide, the research journal of the International Association of School Librarianship (IASL). The January 2006 issue of School Libraries Worldwide will be devoted to the theme "Policy: Empowering School Libraries", with Dianne and me as joint editors. As this report was being written, we were in the process of contacting the authors of selected proposals, and we anticipate that we will publish six to eight papers on this topic. This partnership with the IASL journal will help to publicise the work of the Section. The role of Theme Editor was taken up by me and a selection of papers was published. Details can be seen at <http://www.iasl-slo.org/slwjan06.html>

As you will be aware the Standing Committee met during the Mid Year period as a follow up to the Division III meeting. Both meetings were held in Copenhagen. Helle Barrett (Sweden) was most helpful in making pleasant arrangements for us with respect to a meeting venue. The major accomplishment was the determination of



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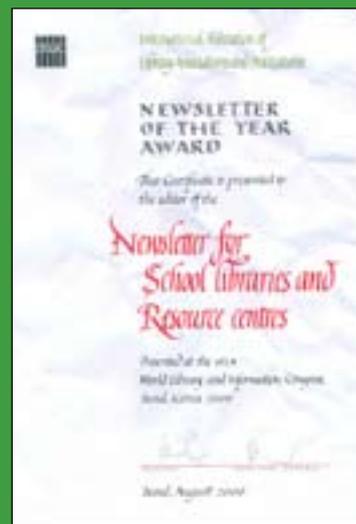
## The IFLA Conference in Seoul

ended with a beautiful surprise: The School Library Newsletter received the honourable award given to the committee producing the best and most interesting newsletter of IFLA 2006.

During the grand closing session, the award was presented to Professor James Henri, Chair of the committee.

The newsletter is edited by Niels Damgaard and produced by Ole Walter Sundlo in Biblioteksentralen in Norway. Congratulation on a great work promoting the school library!

Helle Barrett  
SC member, Sweden



the program for Seoul. Minutes of these meetings have been circulated.

Two meetings of the leadership team were convened in July during the IASL Conference in Lisbon. These face to face meetings are a real bonus and provide a more meaningful dialogue than do purely electronic meetings and communication; however, they are not often possible! A further meeting between the leadership of IASL, and IFLA Schools section and Sjoerd Koopman (IFLA HQ) was convened to discuss the possibility of greater communication and collaboration among the two peak bodies. The response to this was very positive and once the draft guidelines are available they will be circulated for discussion.

You will recall that in Oslo we agreed to share our Open Session at Seoul with the Section for Asia and Oceania. Anne Clyde represented this Section in those negotiations. Some time later I discovered that the Asia and Oceania were under the impression that we would contribute the full 4 hours for this joint session, whereas our Section had expected that each would contribute two hours. This together with other differences of attitude and approach finally lead me to seek support from HQ to disentangle us from the joint arrangement. Given our success in previous joint arrangements this was a disappointment to us. You will have seen from LIFLANET that we have an interesting array of presenters for our session.

You will recall that our Section has agreed to give up one of its Open Session hours in Durban to a pool of hours for the Division III program which will take the theme of social responsibility. We will pool our remaining hour with Public Libraries (1) and Reading (2) to enable a strong joint Open Session on HIV AIDS. Details of these will be developed in Seoul.

**James Henri**  
16 August 2006

**Electronic version here:**  
<http://www.ifla.org/VII/s11/annual/s11-chairReport2006.htm>

## SECRETARY REPORT 2006

By Lourense H. Das  
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### 1. Interim follow-up secretary

After the untimely death of Dr. Anne Clyde I took over from James Henri and became the new secretary. The files and administration from Dr. Anne Clyde were not available and it appeared to be very difficult to follow up on arrangements that were made earlier. Much time had to be spent on clarification and renewing or establishing contacts.



### 2. Regular Administration

During the year I have dealt with the standard ongoing correspondence from IFLA Headquarters and the Division III Coordinating Board, as well as from a range of individuals.

### 3. Mid Year Division III Meeting Copenhagen

The Section Chair and I participated in a two day meeting. This was a good opportunity to share ideas and concerns and may lead to better synergies among Sections at future conferences.

### 4. Mid Year Section Meeting Copenhagen

The Division III meeting was a splendid opportunity planning a mid-year section meeting. Including the chair and myself, 5 SC members were present and many issues were discussed including the Seoul

Conference preparation. Together we selected the papers for our open session, discussed the possibility of a satellite session in Durban 2007 and a mid-year meeting in 2007, combined with local workshops.

### 5. Mid-year meeting and local workshops Zagreb

In July, a contact was established in Zagreb and communication started on the possibilities of a local workshop in cooperation with ENSIL (European Network for School Libraries and Information Literacy: <http://www.ensil.eu> in February-March 2007, to be combined with the Mid-year meeting of Division III.

### 6. Preparation Seoul 2006 Conference

Much correspondence and communication was necessary with regard to the WLIC conference 2006. Not only with the presenters of the papers and posters and IFLA HQ on facilities but also with the local officers on the possibility of a satellite session and officers of the Asia & Oceania Section on the possibility of a joint open session.

### 6. Cooperation with IASL

On request of IFLA HQ (Mr. Sjoerd Koopman), contacts were established and a meeting was organized with the leadership of IASL (International Association of School Librarianship: <http://www.iasl-slo.org> during the 35th annual conference of IASL in Lisbon (July 2006). Topic of this meeting was collaboration and cooperation between the School Libraries and Resource Centers Section of IFLA and IASL.

**Lourense H. Das**  
Secretary

# INFORMATION COORDINATOR'S REPORT 2006

By Bruno Vermeeren

[bruno.vermeeren@vvbad.be](mailto:bruno.vermeeren@vvbad.be)

In February 2006, Chair James Henri appointed me Information Officer of the Section, after the resignation of Julie Tallman. I took up this function with agreement of my employer, the Flemish Library and Archive Association VVBAD. VVBAD was happy to contribute in this way to IFLA's work.



## Further plans

There are plans to further develop the "Advocacy Kit". E.g. ready-to-use presentations on advocacy issues could be added to the Kit and new resources and research will be evaluated and added. I also hope to get in touch with other regional groups or discussion lists, to establish contacts similar to those with IASL and Ensil. Priority for the next year, however, will be raising the membership of the Section.

## 1. School-L

First I tried to reactivate the Section's discussion list, School-L. I asked all members to confirm that they wanted to stay on the list. I contacted the members both through the list and personally. Members that did not reply, were removed from the list. Then I asked IFLA HQ a list of the Section's members. I contacted those that were not yet members of School-L and invited them to join the list. As a result, there are less members (about 90 instead of 160), but the list is used more actively.

## International School Library Day

Then I established contacts with the organising committee of IASL's International School Library Day (ISLD). I joined their list and added co-ordinator Rick Mulholland to School-L. Information about the organisation of ISLD was spread to the Section's members. The sample letter to Ministers of Education asking them to recognise ISLD mentions IFLA support for ISLD. Rick published an article about ISLD in the Section's Newsletter.

## Advocacy Kit for School Libraries

The development of an Advocacy Kit for School Libraries is a continuing concern of the Standing Committee. A first edition of the Kit was published in July 2006 on the web pages of the Section [http://www.ifla.org/VII/s11/pubs/s11\\_AdvocacyKit.html](http://www.ifla.org/VII/s11/pubs/s11_AdvocacyKit.html). The document presents ideas on how to use the IFLA/Unesco School Library Manifesto and the IFLA/Unesco School Library Guidelines and refers to interesting resources and research available on the web.

## Other relations

Ensil, the European Network for School Libraries and Information Literacy [www.ensil.eu](http://www.ensil.eu) established a discussion list in 2006 which I joined. I regularly used the list to inform Ensil members about the Section's activities. I did the same with IASL members through IASL-Link.

**Bruno Vermeeren**  
Information Officer

## School Library Advocacy Kit

Our section developed a school library advocacy kit which was launched in July of this year and is available on the section's webpages ([http://www.ifla.org/VII/s11/pubs/s11\\_AdvocacyKit.html](http://www.ifla.org/VII/s11/pubs/s11_AdvocacyKit.html)). The advocacy kit is meant to help you advocate your case using the IFLA/Unesco School Library Manifesto and the IFLA/Unesco School Library Guidelines.

The kit refers you to resources on the internet that can help you:

- to network with other librarians
- to advocate your case
- to locate and use relevant (international) research on the impact of school libraries
- to refer to other important (international) statements on school libraries.

The school library advocacy kit is a work in progress. The IFLA School Libraries and Resource Centers Section plans to add new information, e.g. useful (Powerpoint) presentations.

If you have information that is useful for other school libraries to advocate their case, please contact information officer Bruno Vermeeren ([bruno.vermeeren@vvbad.be](mailto:bruno.vermeeren@vvbad.be)). Any comment that can help us improve the present edition is much appreciated.

**Bruno Vermeeren**

# School Libraries and Learning Resource Centres Section

## Minutes of the Committee meetings held on 19th & 25 August 2006 in Seoul

**1.** James Henri (Chair) welcomed everyone and distributed various papers.

**2.** Attendees introduced themselves. Standing Committee members James Henri, Helle Barrett, Madeleine Duparc, Suzanne Hammargen, Barbara Immroth, Dalia Naujokaitus, Yuriko Nakamura, Karen Usher and visitors Lesley Farmer, Thordis Thorarinsdottir and Seyed Ali Asghar Razavi.

Apologies were received from Lourense Das, Niels Damgaard, Vincent Liquete and Bruno Vermeeren.

**3.** James outlined the order in which the Agenda would be taken, adding that Lesley would talk to us about the Information Literacy Sections proposal on an international logo for I.L. He also announced that Bruno had taken over from Julie Tallman as Information Officer. The term of Officer only has a short time to run.

**4.** James read through the Minutes of the last Conference Committee Meeting and explained that other Sections accepted their minutes at their mid-year meetings. Our Section did not realise this and therefore there were two sets of minutes. James proposed that our Section moved to the standard IFLA procedure of confirming minutes at the next meeting, whenever it is. The only thing against this is the reduced numbers of Committee members who attend mid-year meetings but James felt that if members were vigilant about checking the website and their was continuity of members on the Committee this should not be a problem.

Barbara commented that the minutes were a little brief. For example the Oslo minutes did not contain the request that her colleague, Prof. Bill Lukenbill should be considered as a speaker for Durban. Lesley commented that if the minutes were on the website it was up to attendees to check and correct them. James said the full minutes had been sent to IFLA but had not been posted on the website.

Barbara asked for a correction to the Oslo minutes.

James felt that working towards a mid-year meeting would result in more productive involvement.

Confirmation of the Oslo minutes was proposed by Helle and seconded by Madeleine. Barbara moved for confirmation of her corrections.

Barbara also proposed a motion to ask for expanded minutes but there was no seconder. Lesley suggested we cross check each other.

Karen proposed acceptance of the Copenhagen minutes with minor alterations and Helle seconded.

**5.** (a) James then explained the difficulties in planning the Seoul Session. It was originally planned that our section would run a Session with Asia and Oceanic Section. Both Sections would provide 2 hours towards a 4 hour Session. However the AOS told James we would need to provide all 4 hours as it had agreed to partner another Section. James negotiated the extra hours with IFLA HQ. James then organise the Call for Papers and the vetting of the papers (Copenhagen). AOS were upset about the acceptance of the papers and also could not provide refreshments due to financial problems. James became exasperated at this point and asked IFLA HQ to remove mention of AOS from our Session. As a result we had a 4 hours Session with lots of speakers and Posters – which may affect audience numbers. James acknowledged the AOS version of events might differ from his.

(b) The AOS Regional Officer encouraged James to propose a satellite meeting on Policy Planning. James sent a proposal for funding to the Regional Officer and incoming Regional Officer but follow up from Lourense elicited the response that Singapore had not received anything. Without the proposal there was no funding and, therefore, no satellite meeting. There were also difficulties in finding an air-conditioned venue at a weekend in Seoul. James felt a lot of effort had been expended for no result.

The lesson to be learned that, given IFLA timelines, decisions re Durban must be made and submissions forwarded.

**6.** Lesley talked about a research grant from the ISL. An on-line survey would look at predictors for success for School Librarians. How to prepare School Librarians to be successful would be looked at and recommendations on how to optimise success would be made.

**7.** James outlined events relating to the Section.

Madeleine and Helle volunteered to assist James in manning the IFLA booth for an hour.

He encouraged us to attend the Division Session that, unfortunately, was at the same time as the School Tours.

He invited us to attend the meeting with IBBY and other Sections to discuss planning for Durban.

Details re the Opening Ceremony were passed on.

Lesley reminded us the IL Sessions were on Sunday and Tuesday.

**8.** Diane Oberg, editor of the Journal of School Libraries Worldwide, had agreed with Anne Clyde to publish a selection of the Oslo Conference Session Papers. All speakers had been invited to submit their papers to be refereed.

## 9. Durban 2007

It has been agreed that each section in Division 3 will give up an hour so that the Section can run a one day programme. The theme to be Social Responsibility and Inclusion. The hope is to synergise the Section and attract non-IFLA delegates for a day. Planning for the day will involve Chairs and the Chair of the Division will negotiate the date with IFLA.

Several Sections have discussed what to do with their remaining hour. We have talked to Public Libraries and the Read Section (who have 2 hrs) about a Session possibly on the theme of HIV/AIDS. Lesley said that IL were looking for partners in a theme of multi-modality and they were hoping our Section might be interested. James said that we have a spoken agreement with PL and Read and we would have to pursue this. John Wentworth, Outreach Centres in Durban, has ideas he wished to discuss. Lesley said IL were looking for partners not hours.

James said he would report back on developments at the second Committee Meeting.

## 10. Chairs Report – acceptance was moved by Madeleine and Helle.\*\*

The Secretary's Report was presented, Lourense is dealing with a very large IFLA workload - acceptance was moved by Helle and Dalia.

Information re the Newsletter editor and Information Officer would be on the website shortly. Niels had volunteered to be Editor in Oslo and was doing a magnificent job. He asks us to alert colleagues to the Newsletter on the website. He also requires input and photographs and would like details of the following people in forthcoming Newsletter – Helle, Karen, Barbara, Dalia and Yuriko. He also needs biographies of Lesley and Seyed (Speaker and Poster Presenter respectively). The next issue will focus on information Literacy.

He would like Country News and comments about IFLA. His deadline was Oct the first (Sorry Folks). Barbara would write a piece on South Africa, which would contain ideas, the outcomes of the planning and links by 5th October.

Yuriko and Lesley proposed a vote of thanks for Niels. This was supported by the whole Committee. James asked to email comments and views to Niels. He has some workplace support but needs encouragement. The Newsletter has been entered for an IFLA Award and is definitely in the running.

Bruno has cleared up the List-Serve. There are issues re changes of address and he is trying to track down changes. He wishes to promote advocacy on the website. He has asked for Powerpoint Presentations on advocacy. He will also include links to existing sites e.g. the Californian website on advocacy. He is keen to have presentations in many languages on advocacy and promoting school libraries. He also proposes to revise the Section Brochure.

Karen and Madeleine proposed a vote of thanks to Bruno, which was vigorously supported by the whole Committee.

\*\* James brought up Membership later in the meeting but asked that the minute be inserted as an addition to his Chairs Report. An IFLA Review has decided that Sections of less than 10 members will be disbanded. In future Sections of less than 50 members will be disbanded. Our Section has only 80 members and James asked us to encourage our National bodies to become members of the Section.

## 11. Review of the Strategic Plan.

James led us through a quick review of our Strategic Plan – what has been done or not done, who has done what, who will do what and what will we add. James mentioned the possibility of a Joint-Steering Group between the School Section and the IASL.

James encouraged Seyed to see if he could promote International School Library Day in Iran by using the website and talking to Bruno.

Madeleine will communicate with her French colleagues and will get information to Bruno re websites. Lesley will forward links on the UNESCO School Librarians site to Bruno. Barbara will forward anything she can find in Spanish. Yuriko will forward links to her National Association and James will forward information re China and Taiwan.

A revised Strategic Plan will be drawn up.

## 12. Lesley Farmer – Information Literacy Section.

Lesley explained that the Information Literacy Section wanted to come up with an International Logo for IL which can be used for documents or workshops so that people will understand that the content refers to IL. Did our Section think this was a good idea? If a competition were run to find a logo would we endorse the winner?

It was pointed out that some languages do not have a translation for 'Information Literacy'

James asked the committee to endorse the idea that we support the IL Section and Lesley in working towards the production of a logo in Durban. It was agreed we wished our voice to be heard and our comments would be passed onto Jesus Lau.

## SECOND COMMITTEE MEETING MINUTES

First Committee members able to attend were James, Barbara, Dalia, Karen, and Madeleine

New attendees: Helen Boelens (The Netherlands), Young S. Kim (S. Korea), Ibrahim Lo (Senegal), Françoise Martinelli (France) and Margaret Tye (UK)

Many items that follow include reports from other meetings held during the Conference week.

### **13. Quebec 2008**

The possibility of a satellite meeting at the Quebec Conference was discussed. Dalia explained that there was no national agenda re the IFLA Conference in Canada and that there was no local support available for a pre-conference in Quebec. James has been talking to Ontario SLA (Biggest SLA in Canada and most active) and Toronto has been suggested as a possible venue. Dalia said she would like to be involved but that she had no connections with Toronto. James will identify key people in Toronto and forward information to Dalia. He will remain key person re the contact between organisations.

Themes discussed included the changing role of the school librarian. James felt we should be pro-active about the position of school librarian within a school.

James will pursue this for the Section.

### **14. Treasurers Report**

James is the Section Treasurer. The Section budget is 620 Euros and it has to be claimed against approved expenses. These are administrative – room hire, postage and refreshments.

A letter will be sent to Niels and his organisation thanking them for their support, in kind, of the Section. Helle to scan and then send on to Niels. Bruno is also supported by his organisation.

Helen asked if we could pay a translation of documents. James replied that special project funding would have to be applied for to do translations but we could claim for the printing of documents.

### **15. Document re Joint Steering Committee between IFLA and the IASL.**

James explained the history of the document. The document had been produced by the IASL in Portugal by the Executive Committee of the IASL, Officers of the Schools Section and Sjerd Koopman (IFLA Office). The purpose of the document is to develop synergy between IFLA and the IASL. This preliminary document does not guarantee from of agreement. IFLA has agreements with other organisation e.g. IBBY and the IRA.

These agreements have financial implications in that one free registration is available for each organisation at their main Conference. It is hoped that a similar arrangement would be possible if there was a formal agreement between the IFLA and the IASL. The main aim of an agreement would be the mutual support of joint projects. The steering committee proposed would be a working party.

Karen raised the issue of the Section not being mentioned. Barbara supported the query into this omission.

Margaret Tye, who had attended a joint IFLA/IBBY meeting had got the impression that IFLA wanted Sections to work co-operatively with other organisations. She wondered if this would affect the proposed agreement. James said the IBBY agreement was separate and was to do with literacy. It was a model agreement but had a separate purpose. The purpose of the proposed agreement was to increase the scope of all the bodies involved. Take, for example, the School Library Guidelines which are endorsed by IFLA and UNESCO but not by IASL. A Joint Steering Committee would ensure all organisations could endorse such documents.

It was pointed out that the IASL website was a huge resource but is likely to become a 'member only' resource. The possibility of joint conferences and documents was discussed.

The discussion ranged over purpose and Section involvement. Karen and Barbara believe IFLA want the Section involved. Division 3 is happy to support what the Section wants. Helen believes the two organisations have a wonderful opportunity to become more wide ranging in their effect and flexibility. Hopefully IFLA would give IASL access to material in different languages. James felt the different mix of people attending the Sections as opposed to the IASL Conference would bring up language issues.

James brought the discussion to a conclusion by asking if the document should reflect the role of the Section. If the answer to this was 'yes' we could ratify the document with amendments or notes. He also asked who represented IFLA on IBBY and the IRA.

Margaret felt that IASL wanted an immediate decision and that the Section should make its recommendation to the Governing Board.

James said we had two options:

- (a) A formal reporting process through IFLA
- (b) Members for the Steering Group should come from the Section. The Group can then decide what members should do but they would be required to communicate with the Section and could be removed by the Standing Committee.

Terms of Reference. There was a vast amount of discussion leading to an amendment of the document

Barbara then proposed acceptance of the document with amendments, particularly that membership of the Steering Committee would involve Section Standing Committee members This was seconded by Dalai.

James will take the document to Division Three.

Margaret raised queries about the Terms of Reference and James responded that ongoing concerns would be monitored.

**16.** Advocacy Kit – Bruno has requested help and assistance with the contents. Please send any relevant materials

Statement re Information Literacy –James and Barbara reported back on this, there will be no action yet by IFLA as the IASL would like to be involved. Lesley Farmer is heavily involved in Information Literacy with IASL and is the driving force re the logo.

**17.** (a) Guidelines – James has made a bid for finance for a new revision of the School Library Guidelines.

(b) Review of the Guidelines – Helen and Karen would be glad to hear comments from other members of the Standing Committee re the School Library Guidelines.

**18.** (a) Durban 2007: Barbara reported back on the broad discussion about the contents of both Sessions and possible pre-Conferences. There will be an emphasis on Africa or HIV/AIDS. Possible title for a satellite Conference is “Libraries in Good Health”. As we will be working with the Read and Public Library Sections there will be a common call for papers.

Relevance to Africa should be a component of papers. Please send any names and a synopsis of projects or talks to Barbara. Gwynneth Evans, Chair of the Read Section, will play a lead role in the call and selection of papers.

Both Barbara and Karen attended the Children and Young People’s Session, done in partnership with Read. It was a very inspirational session and included a live performance.

(b) Quebec 2008: James led discussion on the question of joining with another Section. He will talk to the Multi-Cultural, Children and Young People and Educational and Training Sections on our behalf.

**19.** Zagreb – the Division Three mid-year meeting will take place on the 2nd and 3rd March 2007 in Zagreb. The suggested date for a Standing Committee mid-year meeting is 4th March. James will explore the possibility of a Schools orientated Workshop for local librarians and Committee Members on 5th March. Standing Committee Members who said they would probably be able to attend include Helle, Madeleine, Karen and Lourense.

**20.** James asked Committee Members who wished to carry

on to make sure their national bodies nominated them by February 2007. He hoped the Section could attract members from Australia, the Middle East and India.

## **21. A.O.B.**

(a) Madeleine asked for Best Practice Projects information to be forwarded to her.

(b) The Section Newsletter won the Best Newsletter Award and Committee congratulations and thanks were sent to Niels.

(c) Assessment of Section Session – James thanked the Speakers who presented interesting and thought provoking papers. Other comments included disappointment that many of the chosen Posters did not turn up. This placed strain on the break in the Session as many delegates did not stay for the second half – also the layout of Programme did not make it clear the Session was in two halves. Helle counted 85 delegates for the first part and 55 for the second part. James (from his vantage point on the rostrum) counted 144 delegates across both parts of the Session. He also felt that simultaneous translation into Spanish, German and French was essential for the success of the Session.

The second Committee ended on the positive note that Seoul had been an excellent Conference and host.

James looked forward to seeing as many standing Committee Members in Zagreb and Durban.

### **Standing Committee meeting in Zagreb, sunday March 4, 2007**

Place and time to be announced.

The midyear sc-meeting of the School libraries and resource centers section will take place in Zagreb, capital of Croatia. The midyear sc-meeting is organised in relation to the Division III meeting that will take place in Zagreb on March 2 and 3, 2007. One of the topics for both meetings is the one-day joint session of Division III on social inclusion during the World Library and Information Congress: 73rd IFLA General Conference and Council

"Libraries for the future: Progress, Development and Partnerships"

19-23 August 2007, Durban, South Africa.

On Monday March 5, a workshop for local school librarians in Zagreb will be organised in collaboration with Ms. Mihaela Banek Zorica. One of the speakers is Prof. James Henri, Chair of the School Libraries and Resource Centers section. Topics for this workshops are: school library-principal relationship and advocacy of school libraries.

Lourense Das

# Connecting Librarians to Forge Information Literacy Partnerships: The Case of a Teacher-Librarian/ University Team in Ontario, Canada

By Corinne Laverty,  
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## What do new teachers need to know about information literacy?

New Ontario teachers are surprised to learn that students are expected to explore information finding tools from an early age. Consider one of the inquiry skills for a grade four student studying the middle ages:

“Use primary and secondary sources to locate information about medieval civilization (e.g. primary sources: artifacts, field trips; secondary sources: atlases, encyclopedias and other print materials, illustrations, videos, CD-ROMs, Internet sites).” (The Ontario Curriculum, Grades 1-6: Social Studies, 2004, p. 28)

We might ask how well most high school students could meet this expectation. Are new teachers prepared to meet the hundreds of formal inquiry objectives in The Ontario Ministry of Education curriculum guidelines for kindergarten to grade 12?

A recent study at Queen's University Education Library surveyed 522 teacher candidates who were exiting the B.Ed. program to reveal some startling results about their information literacy abilities (Lee, Reed, Laverty, 2005).

Teacher candidates stated that:

- They do not understand the concept of information literacy.
- Information literacy concepts are not dealt with in the program.
- They are not prepared to teach information literacy skills.
- Their use of the school library involves limited information literacy instruction.
- They do not call on teacher-librarians for teaching collaboration.
- They prefer to search the web to find information than use the education-specific resources provided at the university.
- They did not acquire the skills they need for continuing professional development.
- They did not have opportunities to develop their research skills.

The good news is that they also noted that they would like to learn more about information literacy skills and how to cultivate them in their future students!

## How can librarians help?

This information literacy study prompted the Queen's Education librarians to re-think how they build teacher candidate awareness of the role of librarians and information literacy. Several new

initiatives resulted. A new teaching series – INSPIRED Teaching – was designed to address misconceptions about inquiry skills and the role teachers and librarians play in the development of these abilities. The series is designed for participants from the perspective of them as future teacher and includes five sessions:



- Best Classroom Resources: An exploration of resource examples along with the methods for finding them (primary sources, picture books, award-winning literature, textbooks and teacher's guides, videos, kits, posters, teaching books, etc.)
- Assignments Already?: Hands-on searching for journal articles on teaching issues that can be further investigated as action research projects in the classroom.
- Be a Subject Expert: Each session addresses key tools for educators in specific subject areas, from teaching guides, lesson plans, multimedia, picture books, fiction/non-fiction, discipline-specific journals; to Canadian websites and beyond.
- When YOU Teach Research: Overview of a model and methods for teaching the research process in your own classroom.
- Out-Google Your Students: Tips on surfing that our web savvy students probably don't know about.

In 2005, 1469 students attended these workshops over 66 classes.

A second outcome of the study was the establishment of liaison methods with teacher-librarians in our local community. A group of about 20 librarians meet twice a year to exchange best practices for teaching information literacy and to participate in professional development opportunities together. Our shared teaching materials are accessible at <http://library.queensu.ca/webedu/guides/tl/> and include advocacy and teaching resources that can be downloaded in their entirety. The secondary school librarians draw on these materials to offer a library orientation for teacher candidates and new teachers and to reaffirm the role of the school library in their school. In sharing ideas about our teaching practice, we've discussed how to support adolescent information literacy by creating “authentic” research topics; putting googling in the context of a “research strategy”; teaching best methods for web searching; and discouraging plagiarism by personalizing assignments that track the information gathering process.

The third outcome of the study was the inauguration of an “alternative practicum” experience for teacher candidates in libraries – public, school, and academic. Teacher candidates at Queen's University select a 3-week alternative teaching placement each spring that is associated with the Focus course they are taking. The Education librarians offer a Focus course on Resource-based Teaching and Learning and a number of students now spend one practicum to engage with librarians in a variety of learning pursuits.

In uniting our forces, librarians offer new teachers guided passage on the sea of information, an experience they can in turn give their



View of the library from the third floor.

own students. Please consider hosting a teacher-candidate at your library soon!

Lee, E., Reed, B., & Laverty, C. (2005). Report to the Dean of Education on  
TEACH Grant 2004/05 # 014-518-xx-66: Information literacy, teacher-candidates and the school library: Information literacy in a B.Ed. program. Queen's University, Faculty of Education.

## Pupils ICT Licence in Allerød, Denmark

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Two years ago Skovvangskolen began issuing ICT-certificates to the two grade 3 classes. The certificates are tangible proof that the pupils have achieved the standards of the ICT and media competences for their age group. These two classes have systematically worked with ICT from their outset in school and the presentation of the certificates took place at a ceremony, with the flag hoisted, the Principal making a speech, and the local paper taking photos.



The two classes were not isolated with particularly ICT-skilled teachers working in their own specialised field. On the contrary, it was the beginning of the schools ICT-programme using the so called JUNIOR PC LICENCE concept and integrating the existing ICT curriculum in all subjects at all levels including the 3 elements: operational competences, comprehension competences and reflexion competences.

The aim is far more than technical and skills introduction to the work with ICT. Importance is attached to ethical and moral codes just as much as questioning and encouraging within ICT the ability to distinguish between good and bad information.

The concept, which has been evolved from UNI-C (The Danish IT Centre for Education and Research under the Danish Ministry of Education) appears comprehensive and invaluable, several attempts having been made to simplify and exemplify ideas.

As an example Skovvangskolen has placed a very simplified version of the concepts stage objectives on their website home page – a so called “pixi-edition”.

In every way we have aimed at making the project a scheme for the whole school – not only a project for frontrunners and ICT-nerds. If we succeed – the experience will demonstrate that the management of the school has played an important part in the project and that development is down to more than just the co-ordinator but to the involvement of the school.

The management of the school should support the project consistently and announce results. Daily co-ordination ought to be undertaken in School Libraries and Resource Centres.

It is our experience that the schools that have flexible Resource Centres achieve the best results. Flexibility is achieved by finding the right service minded, competent people and employing them full time in The Resource Centres.

Impossible some people will say, but actually this is a question of priorities and delegation of new assignments to the centres.

A project like this isn't going to spread throughout the school just like that if there isn't help and inspiration available when the various teams of teachers have need for it.

Skovvangskolen is an ordinary, middle-sized school (folkeskole), which in composition essentially doesn't differ from most Danish suburban schools. The school is one out of 50 Danish schools in the so called European Network of Innovative Schools – schools that have been selected because they have at heart integration of ICT in the daily work of the school. Not merely flashy ICT-projects in individual areas, but the whole breadth of the scheme reaching out to all corners of the school.



One of the obligations of The ENIS-schools is to spread the experiences to other schools in the area and to draw attention to these and the outcome. We decided that a strategy involving too much talk and discussion leads to too few results. If we had to wait for agreement at the particular school or in the local authority it is likely that we would never have been able to start this project. Instead we got support from the management of the school to start the project and then later assessed the project as a part the whole picture.

Our actual experience was to allow good news to spread and to learn from mistakes. When people see photos and enthusiastic text in the local newspaper and reports are heard on national radio – it is difficult to turn down the project as something that can't be done/ there isn't time for /we can't afford it.

It is our contention that there is time and you can't afford not to. ICT is a cultural skill as significant as reading, writing, maths and English – without ICT you are simply not able to be informed and take an active part in the modern society. The task can't be left to the individual ICT-specialists. On the contrary it is a task for the Resource Centres and all teachers involved with the classes. If these teachers feel they are not capable then we must enable them so that they can be

!

### Links:

#### Skovvangskolen

<http://www.skovvang-skolen.dk>

#### Skovvangskolen JPC

[http://www.skovvang-skolen.dk/Junior\\_PC-koerekort.28706.0.html](http://www.skovvang-skolen.dk/Junior_PC-koerekort.28706.0.html)

#### English edition JPC

[http://junior-pc-koerekort.dk/pdf\\_download/Pupils%20ICK%20Licence\\_information.pdf](http://junior-pc-koerekort.dk/pdf_download/Pupils%20ICK%20Licence_information.pdf)

#### Danish edition JPC

<http://junior-pc-koerekort.dk/>

#### Danmarks Radio from Skovvangskolen (Danish Podcast)

<http://www.dr.dk/P1/harddisken/Udsendelser/2006/06/09133247.htm>



## The school:

Skovvangskolen, Allerød, Denmark –suburban to Copenhagen  
Ordinary folkeskole, roughly 550 pupils  
From this 25 specialclass-pupils and 30 physical disabled pupils  
Attached to several international projects – such as UNESCO e.t.c.  
Attached to ENIS (European Network of Innovative Schools) since 2004.

#### Library and Ressourcetre (LaR):

Development, nice facilities – about 45 pc-workingplaces.  
We have 2 people working fulltime and additionally 3 people employed working part time. This team has been delegated many different tasks apart from the management of LaR, communication, courses, guidance on reading, maintenance of homepages, all ICT-tasks. The budget in these areas is managed by the LaR-team.

#### ICT-equipment at the school:

The school has at it's disposal all together about 120 PC-workstations from here 12 combined with protectors and 4 interactive whiteboards. ICT in the community:

The 6 schools have a common ICT-policy. Technical maintenance and support is managed by a professional company who has one person employed for this job.



## Germany on its way: The School Library + Information Literacy - The perfect combination

By Dr. Ronald Schneider and Eva von Jordan-Bonin  
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Germany's public libraries as well as school libraries have enforced their commitment to the objective of media literacy and information literacy promotion in recent years. Also, more and more school teachers are considering media and information literacy skills as a goal of interdisciplinary learning in their teaching and project work - even more since the 2002 PISA study shocked the country by pointing out the shortcomings of the education system. By helping students to locate, comprehend and evaluate information for all classes the school library is obviously the perfect place to acquire and practice information literacy. With its media variety, the school library can also bridge the gap between educational goals and the more personal interests and preferences of children and young adults, given that the school library is well equipped, easily accessible and professionally managed.



So far this has been the problem of the German school library system: only 15% of German schools have school libraries that meet professional standards. There is neither a standardized vocational training for school librarians, nor advanced training courses or postgraduate studies for teachers in school library management.

However, since the publication of the PISA study, things have begun to change:

- German schools will gradually be turned into all-day schools, with different focal points set by the respective Federal States.
- Teachers have begun to rethink their roles and to see themselves as their students' study partners and learning counsellors rather than to continue the old ex-cathedra teaching method.
- Students will be taught and encouraged to practice independent and self-motivated study using all types of media from an early age on.

These goals, however, cannot be achieved without providing modern and well-equipped school libraries. Fortunately, this understanding is on the advance. To support and promote it, the Deutsche Bibliotheksverband (German Library Association) convened a panel of experts in 2003, which processes and manages developments concerning schools and libraries and communicates these issues to professional circles, in order to prevent the German school library system from stagnation and retrogression. The commission "Library & School" consists of teachers and librarians alike. Since its founding it has already tackled numerous tasks and completed some of them. There is a great need for further training opportunities. For teachers

as a target group they are essential because school libraries and their use are still not a part of the teacher's training. That is why since 2004 the panel of experts has organized advanced training courses throughout Germany, each course lasting one to two days. The courses are primarily directed at teachers but also parents and other volunteers take part. The objective is to support and promote the further development of school libraries and the cooperation between public libraries and schools in Germany. The need for these courses has grown so quickly (the number of schools interested in library skills have risen enormously over the last years) that the commission can barely meet the demand, although they have already started to work with other partners.

To provide primary resources on a professional level and to assure access to a wide range of school library-related issues to a larger audience, using modern information technology was the obvious suggestion of the commission. In 2004 it launched [www.schulmediothek.de](http://www.schulmediothek.de), a heavily used web portal offering continuously updated recommendations and support for school library officials, answers to practical questions as well as teaching examples.

The web portal allows the library commission to communicate recent developments and professional standards throughout the country and to present the most promising solutions to everyone who is involved in school library work. The web portal contributes to the promotion of information literacy skills in two ways:

- The simple and appealing navigation provided assures accessibility also to school library officials who might still feel inhibited to use electronic media as a source of professional information
- The rich variety of day-to-day school library work experience presented online as well as examples of cooperation between schools and public libraries offer a wealth of examples illustrating the promotion of reading competence, information literacy and media usage skills.

"School library + Information literacy: The perfect combination" will continue to be the focal point of interest of the commission in the upcoming years. An exemplary school library curriculum is currently being created. This "spiral curriculum concept" will include numerous best practice case studies, and will further contribute to promote information literacy as an indispensable learning goal and also to underline the unique possibilities school libraries offer to achieve this goal.



## Training working techniques in the school library

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Fifteen years ago there was a lot of discussion about functional illiteracy in Germany. A radio reporter had pupils in Frankfurt Main read a newspaper article and then asked them about the contents. Conclusion: pupils no longer understand what they read.

It was also about fifteen years ago at the beginning of the nineties, that Hilmar Hoffmann, then Head of the Culture Department in Frankfurt, pointed out, that, because of similar findings, the USA had started running programmes to improve pupils' literacy. He appealed to those responsible for German education policy to run similar programmes.

What was then called functional illiteracy is not much different from what we now call lack of literacy. The PISA results are confirmation for the USA and other Anglo-Saxon countries who took a similar course of action, that their training programmes were successful.

American school libraries play an important role in improving literacy. There are catalogues of detailed educational aims for all school years, which define which skills are to be trained. These include all the steps of a research process from the wording of the task to the displaying of the results either as paper, wall news-sheet or HTML document. Getting to know how to use the library is, of course, also part of the training. "Go look it up in the card catalogue!" is a

sentence which haunts American students day and night, as a former pupil told me, who was in the USA as an exchange student. She found this training very formalistic - a process of small steps.



When leafing through American library periodicals you get the impression that it only seems to be about literacy. Cosy corners and pleasure reading are not a priority.

Now, it is not necessary to go over the top, but the school library is the right place to teach literacy. School libraries should progress from rooms with many books which are seldom used to workshops where students learn how to work with books and other media. The library teachers, school librarians, are the right people to moderate this process, working closely together with teachers from the various departments. The school library must be seen as an "active" library, not as an "intellectual filling station".

I have brought some books on working techniques to my recent workshop for teachers and teacher-librarians. These books should be available in the library. It is advisable to have several copies or even class sets of some of them.

Software is ideal for the research process – for example Research Planner which is supplied with Microsoft Encarta, and Mind Manager, a program for creating mind maps.

It seems to me that in class more emphasis is placed on the results. How often do you hear in Music, Biology or History "Prepare a paper!"

But who takes responsibility for the process? Who encourages the students to think very carefully about how they should do their research? In the past articles were copied from an encyclopaedia; nowadays students just click a few times and print.

For the research process itself a model was presented which has been developed with American models in mind (Big6 et al.). Each step must be accompanied by information and work sheets and also by evaluation sheets. Therefore, as a last step in the research process, over and above the presentation itself, the students are required to reflect on the process. This step can, of course,



be dropped, when the students have acquired a certain degree of competence.

A school library, which is prepared to take on this task, becomes an indispensable part of the school. It can afford to stay a “BIBLI-Othek”.

Reading Research has coined the phrase “Readers are better viewers.” This is based on the findings of neurologists who have examined the different ways the brain processes texts and television pictures. Experienced readers are more successful at surfing on the sea of digital information. Research into learning using the computer and the internet is beginning to produce similar results.

### Internet addresses:

[www.kindred.k12.nd.us/CyLib/B6.html](http://www.kindred.k12.nd.us/CyLib/B6.html)

**Big6**, the most well-known program for information literacy

[www.isd77.k12.mn.us/resources/infocurr/infolit.html](http://www.isd77.k12.mn.us/resources/infocurr/infolit.html)

examples for a curriculum

## Information Literacy in Italy.

By Paolo Odasso,  
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In the middle of the nineties, for the first time, a pilot project with the goal of introducing Information Literacy (IL) took place in an Italian upper secondary school, the Abba School, near Milan in the North of Italy. Thanks to the cooperation of an enterprising school librarian and some teachers this experimentation gained a strong reputation and produced good documentation with a detailed report amazingly titled “Sorry, where do I have to go if I want to find vinegar?” which had a deep impact on the community of Italian teachers/school librarians (SLans). Also during the same period in Brescia (near Milan) there was a crowded and successful national meeting, supported by the Italian Section of School Librarian Association, in which IL and the new educational activities were introduced to the Italian school libraries.



In spite of this timely introduction, IL in Italy involved mostly SLans and didn't have the strength to involve the Italian teachers, even less the National Educational Authorities: in other words IL didn't become part of the National Curriculum. Not in the nineties, nor nowadays.

The Italian Education System copes with the challenges of the Internet and information overload in the information society by focusing its attention on promoting ICT literacy but not IL. The interest in IL therefore kept on being mainly theoretical, with very few applications in the everyday activities of Italian schools.

An important role in strengthening the interest in the theoretical knowledge of the IL was played by the University of Padua, with a master-course open to teachers and SLans. The same University in 2002 organized the first international meeting specifically dedicated to IL whose proceedings were collected in a book, with the Popperian title *To stumble on the problem*.

A good way to legitimate IL with Italian teachers has been to connect

IL with the educational heritage of learning through the process of research, especially through the well-known tradition which comes from philosophers/pedagogues like J. Dewey, J. Bruner, A.D. Ausubel, etc. The novelty of IL has therefore been seen mainly as a development of the constructivist approach by taking into account the new educational problems coming out from the challenges of the Internet and information society.

Two main reasons now hinder the spread of IL among Italian schools.

First of all the Italian teachers initial training at University prepares them for a teacher-centred approach with frontal lessons but much with less work as a mentor, tutors with a student-centred approach focused on promoting learning by research-activities.

Secondly both SL and SLans have, in Italy, a very precarious existence. There isn't a National Law that guarantees the presence of a specialized SLan with a specific role in any of the 10,000 Italian schools.

It's not easy to predict the future of IL educational activities in Italian schools and SLs without the strong involvement of teachers of curriculum-disciplines.

These difficulties call for further research into the relationship between the two aspects which are at the centre of the international educational debate and also of IL: “information” from one side and “learning-education” (in Italian we use the term “formation”) from the other one.

One of the most important changes in the educational system is in fact the shift of focus from having knowledge to being competent, from having information to being information literate. The stress is on the word to be, to become, not to have. If the rationale of IL is to promote an autonomous lifelong learner the main duty of most educational systems is not only to guarantee the access to information but to guarantee the educational success for every learner.

From this point of view to complete this outline of IL in Italy it is useful to mention a survey that was performed by IRRE Piemonte, a Regional Institute for Educational Research of the Ministry of Education whose summary has been reported in the before-mentioned “To stumble on the problem”. In this survey to perform IL activities in a SL means to face the educational problem of transforming the “information” into “meanings”. It means helping learners to metabolize the new information into personal knowledge, competence and wisdom, to change quantity of information into quality of “meanings”. The focus is less in the concept of “information” and more in the concept of “formation”, which is the modern translation of the word *paideia* in the old Greek Language, or the word “*bildung*” in the modern German Language. All that means that in a SL it is important the mediation through which the information become personally meaningful to the learner, starting with the first step from so-called “cognitive conflict” through the meta-cognitive conceptual maps with which to link the meanings with the personalization of meanings. It is also important understanding how this process can have different paths according to the different epistemology of the disciplines. In some learning activities the IL can start with a problem and end with a solution. In others it can start with a non-problem and end with a problem etc.

This final consideration means that in order to spread IL in an Italian SL the cooperation of information-expert (librarian) with the meanings-expert (teacher of the disciple) is not only important but also absolutely necessary.

Paolo Odasso  
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## JAMAICA

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Preparing a “Pathfinder” is one way of providing students with the needed practice that they require to help them master information literacy skills. A pathfinder is a guide that is designed to lead information seekers to find suitable information about general or specific topics.



After the basic information skills have been taught, the teacher librarian can give the following practical exercise which is creating a pathfinder on a specific topic.

- Assign a topic that is curriculum related to each student of the class. For example, tsunami, the solar system, the human heart
- Instruct students to use their school library as well as the public library to find 10 sources that contain that particular information. A variety of sources should be stipulated. For example, journals, electronic sources, books, and newspapers. The information should be suitable for the grade level of the students.

1. Students are to write an introduction to the topic with a list of references at the end.
2. List the sources and their call number where possible.
3. Write out the bibliographic details for these sources.
4. Evaluate the:
  - a. Coverage of the information
  - b. Usefulness of the information
  - c. Readability
  - d. Use of illustrations if any.
5. Write an account of the search process.
6. Evaluate the search process.
7. Evaluate the product.

It is very important that the teacher librarian assist the students with the task definition for this assignment.

We need to remember that “In order to build independent learning skills, educators must offer a series of experiences in which students develop and use those skills to learn important content” (Stripling, and Hughes-Hassell, p. xviii).

### Reference

Stripling, Barbara K., Hughes-Hassell, Elizabeth. Curriculum Connection Through the Library. London: Greenwood Publishing Company, (2003).

## Resources & Activities Help Promote Information Literacy in the Mikes Kelemen High School Library

By Laszlo Kiss, Teacher-Librarian  
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The Mikes Kelemen High School Library is one of the biggest in Covasna County. Although our library houses more than 50,000 volumes, it is ongoing collection development efforts that help meet the increasing demands of the school. Most of the books we receive are through donations and applications. Until this year our library received no more than \$300 per year to buy books and to subscribe to magazines.



This year we had a major breakthrough: each school in Romania received 300 Euro + 7 Euro per student! This was the most significant help since 1990 and will assist in providing access to more up to date information resources.

We participate annually in International School Library Day, giving us an opportunity to share information about our school library with others. (<http://www.iasl-slo.org/isld2005j.html>)

Once a month I organize an American Corner with Americans who live in Covasna County. We develop themes based on American Culture. Through this project, we have received valuable books which are popular with our readers.

I use the International Children’s Book Day as an opportunity to create a display and talk about and books to borrow which are too good to be hidden on a shelf.

Although initially I had only two computers in my school library, I tried to develop cooperative projects with other school libraries around the world. The most extensive thus far was an internet contest (a kind of scavenger hunt) between our library and McPherson Middle School Library/Clyde/Ohio/USA (The Revolutionaries of 1848 in the American Civil War, IASL Newsletter, volume 34, nr 3, 2005). This project gave my students an opportunity to share and compare, as well as communicate with others their own age.

I continually strive to engage my students in school library activities, giving them many opportunities to be active participants in locating, evaluating, organizing, and presenting exciting projects, as well as offer the best services possible, because there is no doubt that the development line of a school is determined by a good and competitive library, which is ready to respond to any challenge.

## Education for information literacy: some strategies used at Scotch College, Melbourne

By Suzette Boyd

<http://www.scotch.vic.edu.au/Library/Library.htm>

**The four teacher librarians at Scotch College are integral to the teaching learning program in the College. This has been achieved through building alliances with individual teachers, with departments, over coffee or Friday night drinks, while attending school functions and through deliberate initiatives, some of which are outlined below.**



### Orientation for new staff

Library orientation for new staff is the very first step in ensuring that teachers understand information literacy and know what the library has to offer them and their students. At Scotch College we treat staff orientation seriously and ensure that it is built into the wider orientation program for new staff delivered by the school. Firstly new staff are introduced to the library home page and are given an overview of all the electronic resources it provides access to. This is then followed by a tour of the physical library and a question and answer session. At this time, all new staff receive a "Library Handbook for Staff". This glossy booklet gives an overview of all library services and is an effective way of capturing the attention and interest of new staff.

### Library homepage

<http://www.scotch.vic.edu.au/Library/Library.htm>

The library homepage is the 'hub' of student learning within the library. Library staff have created this award winning homepage for the information needs of our students and staff. Teacher librarians encourage students to use the homepage as a starting point for all their research needs: online databases; specially selected web resources for their subjects; guides to writing bibliographies and evaluating resources; and of course, access to the library catalogue!

### Pathfinders

Teacher librarians produce pathfinders as guides for students to find relevant and appropriate information for all topics within the curriculum. The pathfinder is not intended as a comprehensive bibliography of every possible resource on the topic, but rather as a guide to useful keywords students may use when searching the catalogue or the internet, selected websites on the library homepage, videos or DVDs on the topic, entries in the various databases, or guides to current issues.

Pathfinders are available in printed format and also online via the library homepage.

### Information Literacy Handbook

The teacher librarians at Scotch have produced a handbook for distribution to all teaching staff. It contains:

- Ways teachers and teacher librarians can work together.

For further details go to

<http://library.scotch.vic.edu.au/teachers/whatwecando.htm>

- A guide to effective assignment setting using Blooms taxonomy
- A guide to defining the information process
- A continuum of student learning through years 7 – 12
- An information skills checklist
- A separate section of templates for use with each stage of the information process

### Paradise

By Helen Boelens,  
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Throughout the world, people are in agreement about the importance of information literacy skills, as a tool for lifelong learning. The Alexandria Proclamation on Information Literacy and Lifelong Learning, dated 9 November 2005, was published by the participants in the High Level Colloquium on Information Literacy and Lifelong Learning held at the Bibliotheca Alexandrina. Many different groups of people who are interested in information literacy skills, have come into existence, for example comparative educational groups and other educators, E-learning groups, information literacy groups, lifelong learning groups, Filter groups, groups of college and university librarians, public librarians etc. The list is long. In the opinion of the writer, many of the members of these groups, although excellent in their own fields, have very little to do with what actually goes on each day in primary or secondary schools. They do not see what is happening on the school floor on a daily basis.

The question is: "How can young children be encouraged and inspired, at an early age, to become information literate?"

In August 2006, I presented my paper entitled "A new kind of Information Specialist for a New Kind of Learning" at the World Library and Information Congress, 72nd IFLA General Conference and Council, in Seoul (South Korea). Information about this presentation can be found on [www.ifla.org](http://www.ifla.org). The presentation took place in a large auditorium; people from all over the world were kind enough to come and hear what I had to say.

My paper was concerned with the goals of the modern school library and information centre. One of these goals is instruction in interdisciplinary information literacy skills throughout the entire school, for both pupils and teachers. At the Kalsbeek College in Woerden, the Netherlands, an attempt is being made to fulfil these goals, incorporating information literacy skills into the school curriculum. This goal is clearly mentioned in the policy statement of the school. Instruction, given by the school information specialist, takes place in the School Library and Information Centre, as part of a programme which incorporates

the principles of E-learning and Project-based learning. The school uses a matrix, known as the KILM (Kalsbeek Information Literacy Matrix), to co-ordinate the lessons. During interdisciplinary projects, which are planned into the school programme at various times throughout the year, pupils receive information literacy instruction, which helps them to find the

information which they require for a specific, interdisciplinary paper or task. Pupils in all classes (11 – 18 years of age), at all different educational levels, receive instruction. Each year, the matrix is extended, so that as many children as possible can benefit from the instruction. The results up until now have been positive.

At the end of the presentation in Seoul, a very friendly school librarian from Spain came to me and said “Your school leadership sounds very enlightened”. Another librarian from Ireland said “Your school sounds like paradise!”

When I looked at my audience and listened to their questions, I realised how difficult it is to address an audience of people who come from all over the world; from developing and developed countries. Each person in the audience had a different definition of what a “normal” school library and information centre is, and how it can be used to teach information literacy skills to pupils. There are also many different opinions about role of the school librarian or school information specialist within the school and about the skills and academic education which this person should have. People from developing countries must feel overwhelmed. The faster they try to catch up with the developed world, the faster it moves on to even newer and, from their perspective, less attainable goals. I suppose they may wonder how they will ever catch up.

As mentioned above, the teaching of information literacy skills is becoming part of the curriculum at the Kalsbeek College. Education Innovation and Information, number 121, published in December 2005 by the International Bureau of Education, UNESCO, is entitled The Community of Practice in curriculum development is moving forward : The debate on competencies.

This article discusses the complex challenge of achieving a sound and a feasible implementation of educational innovations (such as information literacy and lifelong learning skills) into the curriculum in all schools, in both developed and developing countries. This article asks the question: “Can the competencies approach be a promising reality or an unreal utopia for developing countries?” Read more about this at [www.ibe.unesco.org](http://www.ibe.unesco.org).

In the opinion of the writer, the problem - “How can young children be encouraged and inspired, at an early age, to become information literate? – can only be solved if people work together. The different groups mentioned in the first paragraph need to work together towards a common goal. Political and bureaucratic goals should be put to one side.

The Kalsbeek College is very fortunate. It is a modern, well-equipped school with an enlightened school leadership. The school library and information centre has an excellent collection and facilities. But the school is definitely not a paradise. The reason that the information literacy programme works as well as it does is because the school leadership, teachers, school information specialist, pupils and parents work together towards this goal. It is hard work. It takes a lot of dedication, leadership and diplomacy within the school itself, but as mentioned above, the results are positive. The School Library and Information Centre is a wonderful learning environment where pupils can learn all different kinds of skills. The school librarians are the people who make this environment work. Children leave the school

with lifelong learning skills which they can use in their tertiary education and throughout their lives.

In closing, I would like to draw your attention to one of my favourite quotations. On first reading, it seems to refer to the use of pc’s (inside or outside the school):

“An instrument can teach, it can illuminate; yes, and it can even inspire. But it can do so only to the extent that humans are determined to use it to those ends. Otherwise it is merely wires and lights in a box.”

This statement was made by Edward R. Murrow, at the RTNDA Convention in Chicago on October 15, 1958. He was referring to the new medium, television.

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## Education for Information literacy

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Information Literacy was an alien word to both Sri Lankan students and their teachers merely a decade ago. But now every school-going child at least knows that there is a thing called a computer. They may not have opportunity to work with a computer, but there are so many applications in everyday life, that they can't avoid the technology. With the rapid expansion of Information Technology, information literacy is becoming part and parcel of our daily lives.

However towards this end Sri Lanka has a very long way to go. To evolve information literate communities, esp. with the huge population and wide disparity in the economy of the country, is a major challenge. There is a serious inequity between the rich and the poor in our society. The huge variation in access to resources between suburbs and remote areas only tends to widen the gap in the learning processes.

Sri Lanka has been a leader in developing the Empowering 8 Problem-Solving model in the South Asia Region. It is a model which shows much promise in helping children become information literate, and encourages teachers to adapt their pedagogical approaches to meet individual needs. It will take a long time for this methodology to become integral to the teaching-learning process. We need model schools, and model programs to make it more visible to the stakeholders and to the

Ministry personnel. The need to embed the skills of information literacy coupled with information communication technology into the curriculum as a responsibility of every teacher is imperative in developing countries.



The National Library has been taking an active role in encouraging reading and related activities across the whole country. International School Library Day has been celebrated in many schools. Recommendations for activities that all teachers can use are provided by the National Library staff.

Stakeholders must take up the challenge to encourage problem-solvers in our schools, and to help students become information literate citizens for the next generation. If we want to develop leaders, we must develop a community of readers. School libraries and quality school librarians are a vehicle to adapt the modern technologies to local teaching situations. Cooperative planning with teachers will make it possible to develop learning situations where students will become information literate, with good communication skills, and good reading habits.

Sri Lanka is on the threshold of change. Leadership from the Ministry and from the professionals in the field is imperative.



## Creating Life-long Learners: one school's use of IL in England

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In England there is at present no statutory requirement for schools to have a qualified librarian or even a library. While there are some very exciting developments in information literacy (IL) happening in schools, these are due to the work of individual librarians rather than any national educational imperative. For although there are elements of IL embedded in the English National Curriculum, there is no official recognition of IL as a unique set of skills to be developed in any systematic way. However, this may be about to change.



Earlier this year the Office for Standards in Education (OFSTED) published a document entitled 'Good School Libraries making a difference to learning' in which they identified factors that were evident in schools whose libraries were making a positive impact on teaching and learning. Their conclusions were based on OFSTED's inspection of thirty-two schools during the academic year 2004-05. One of the major conclusions of the OFSTED report was the importance of a coherent programme of IL skills development in the most effective schools:

The quality of pupils' information literacy skills [in many of the schools visited] was often unsatisfactory. Many pupils struggled to locate and to make use of information. The most effective schools had put in place systematic programmes for teaching these skills.<sup>1</sup>

The report goes on to add that the most beneficial IL programmes were those that attempted to develop the skills in a variety of curricular contexts and progressively over time. This official recognition of the value of IL skills development in individual schools by OFSTED may lead eventually to a more national acceptance of IL as part of the curriculum.

For the past sixteen years I have been the librarian at Ripon Grammar School, a co-educational, academically selective state school with 820 pupils aged 11-18 and located in rural North Yorkshire. In that time I have put in place a programme of IL development that is delivered to all pupils aged 11-14 via a wide range of curricular subjects. I started simply with one project for Year 7 pupils (aged 11-12) in which the pupils researched the earth's place in the Solar System as part of the Physics curriculum. The Head of Physics was so impressed by the ways in which the project enhanced the pupils' learning that she asked me to help the department to develop further research projects for Years 8 and 9. Other departments showed interest and gradually I built up a programme of 12 separate projects for all pupils aged 11-14. These are delivered as part of the schemes of work of the Physics, Chemistry, Geography, ICT and English

<sup>1</sup> Office for Standards in Education, Good School Libraries making a difference to learning. [www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.displayfile&id=4170&ctype=pdf](http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.displayfile&id=4170&ctype=pdf) last accessed 2 September 2006).

departments. The structure of the research followed the PLUS model developed by James Herring<sup>2</sup>.

This year for the first time I experimented with using IL in a cross-curricular context in which Year 8 pupils (aged 12-13) used their IL skills and their subject knowledge from different areas of the curriculum to solve a practical problem. Several departments, including Physics, Mathematics, Design Technology, ICT, and Economics, came together under my leadership to design a project that required the pupils to design and build a model of a new footbridge to cross a local river. The pupils were taken off their normal timetable for 3 days and worked in small companies of ten pupils each. Each company had to research, design, build, and market their bridge to a team of civil engineers from the firm of Mouchel-Parkman. The adults acted only as supervisors and were not allowed to contribute in any way. The engagement and enthusiasm of the pupils for the project was outstanding; all twelve teams completed the work to a very high standard. They showed both the staff and themselves that they have the learning skills to solve real problems, and the ability to work as a team to develop something new.

One of my concerns has been that our pupils' IL skills were not continuing to develop once they moved into Key Stage 4 (aged 14-16). During these years pupils are preparing for their GCSE examinations (General Certificate of Secondary Education) and staff are reluctant to 'sacrifice time' for project work. However, in the past several years two teachers have adapted the PLUS model as a method of teaching pupils to revise. I have worked with them to create an electronic revision planning sheet based on IL skills that pupils can download at home to help them to organise their revision. The response from the pupils to this work has been very positive.



Once students enter 6<sup>th</sup> form at age 16 they are expected to have the ability to work with new information in quite sophisticated ways and to be able to be more independent in their learning. At the start of their two-year course all of the 6<sup>th</sup> form students are given a series of refresher sessions on IL, with a particular focus on using online resources and external information providers more effectively.

One of the greatest indicators of how well our IL programme develops our pupils' independent learning skills is the ease with

<sup>2</sup> James Herring, The PLUS Method, <http://farrer.csu.edu.au/PLUS/> last accessed 2 September 06.

which most of them tackle these new challenges in 6<sup>th</sup> form. Staff notice a huge difference between our existing pupils and those pupils who join the school in the 6<sup>th</sup> form in terms of their confidence in attempting independent work.

Partly due to the success of the IL programme delivered to the younger pupils, this year the school has added the subject of Critical Thinking to the 6<sup>th</sup> form curriculum. I have been asked to help to deliver this course as it is seen as a natural extension of the IL work that I already do with the younger pupils. This is a very exciting addition to the programme of the IL skills opportunities already in place, and will ensure that our students leave the school more fully prepared to be life-long learners.

## CALL FOR PAPERS for a JOINT WHOLE-DAY SESSION

of the Division III Libraries Serving the General Public\*

In Durban, South Africa

at the 73rd World Library and Information Congress 19 – 23 August 2007

Session title: Social Inclusion: how can public libraries embrace the challenge of reaching out to serve all people in their community?

This year all the Sections within the Division III Libraries Serving the General Public will join together to present an in depth programme on the topic of Social Inclusion with a mix of papers, presentations and performances during an 8 hour feature event. We hope that this will provide time to bring a meaningful insight to the topic from all over the world and to focus on particular aspects which relate to the home continent of the conference this year in Africa.

“Social exclusion happens when people or places suffer from a series of problems such as unemployment, discrimination, poor skills, low incomes, poor housing, high crime, ill health and family breakdown. When such problems combine they can create a vicious cycle. Social exclusion can happen as a result of problems that face one person in their life. But it can also start from birth. Being born into poverty or to parents with low skills still has a major influence on future life chances.” Social Exclusion Unit, UK Cabinet Office 2006.

Speakers and performers are invited to demonstrate ways in which the challenge of social exclusion affects public libraries worldwide and the strategies and programmes which have been used to combat it so that libraries are socially inclusive and demonstrate a responsibility to their communities.

You are invited to submit presentations for this session in the form of papers or multi-media. We would also welcome performances or storytelling sessions which complement the programme and bring a cultural understanding to the topic of social inclusion. Please send a detailed abstract (1 page or at least 300 words) of the proposed paper (must not have been published elsewhere) and a CD/Computer file of the performance if appropriate plus relevant biographical information of author(s)/presenter(s) by **31 January 2007** via email to:

John Lake at: [john.lake@cityoflondon.gov.uk](mailto:john.lake@cityoflondon.gov.uk)

## CrossEd: How University Libraries Support Information Literacy in Secondary Schools

Ray Lonsdale

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Since 2002, I have been exploring the nature of collaborations that are taking place between secondary schools and universities in the UK regarding the provision of information literacy skilling relating to the use of electronic resources. The project, which is known as CrossEd, was the first of its kind in the UK, and explored an aspect of information literacy development which has received little attention internationally – namely, how teachers and school librarians might work university librarians with to help prepare young people to exploit electronic resources when they move into post-16 education (tertiary education).



Our study identified twenty university libraries which are actively involved in working with secondary schools, from which we selected six as the basis of our case studies. Six types of training for school pupils were identified which ranged from facilitating access to the university collections of digital resources (with basic induction training in exploiting the resources), to more sophisticated developmental projects. Some of these projects were initiated by subject departments while others covered a variety of subject fields. Characteristically, the courses involved young people coming to the university library for varying periods of time to undergo systematic training in a range of information literacy skills including awareness of different kinds of electronic resources, developing search strategies, evaluation skills and higher level skills of synthesising newly acquired information with existing knowledge. University librarians, often working with academic staff, would use the innovative types of teaching and learning methods that the pupils would encounter in tertiary education. A common feature was the use of university students who would have been attached to schools and trained to work with school pupils. There was an overwhelming positive response to the benefits of

The abstracts will be reviewed by members of the Division III Committee. Successful proposals will be identified and announced by 15 February 2007. Full papers will be due from speakers by 15 April 2007 to allow time for the review of papers and preparation of translations; papers should be no longer than 20 pages. 15 minutes will be allowed for a summary delivery of the paper or presentation during the Division programme.

Please note that the expenses of attending the Durban conference will be the responsibility of the author(s)/presenter(s) of accepted papers.

collaboration. University librarians' responses can be summarized into the following groups:

**Influencing work in school**

- \* enhancing performance in the school
- \* encounter teaching and learning methods adopted in tertiary education
- \* expose students to large electronic resources of the university sector.

**Conditioning for transition to tertiary education**

- \* encouraging pupils into tertiary education
- \* easing the psychological stress of moving from secondary education to tertiary education
- \* improving public relations.

**Influencing work in university**

- \* pupils entering tertiary education would be offered a

more level playing field if some instruction were done in school

- \* facilitating greater and more appropriate use of e-resources in undergraduate and postgraduate education.

A major issue that we identified is the need for school and university librarians to develop a closer rapport, since there was considerable and demonstrable ignorance of each others' work and of collaborative initiatives – something that we will explore further with the School Library Association.

Contact details for further information:

Ray Lonsdale

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## Supporting Science in the School Library

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Reports like the 2003 Trends in International Mathematics and Science Study (TIMSS) highlighted lagging student science literacy and achievement worldwide. For many school librarians, supporting science learning can be challenging. Rapid developments in scientific discovery demand responsive collection development and in-depth content knowledge and skill. But, many school librarians are at a disadvantage in providing this support because they lack the financial resources and subject-matter expertise to engage with science teachers and to build exemplary science collections. But, as practitioners of library science, we can help kids gain many key skills for science learning.



them to find high quality and relevant resources, and to facilitate discussions of how well the information meets the demands of the question.

In Internet-connected environments, digital libraries offer support for instructional innovation, curriculum, and equitable access to learning resources; they offer especially rich sources of support for science in schools. The United States' National Science Foundation (NSF) has developed the National Science Digital Library (NSDL) (<http://nsdl.org>) that offers school libraries interactive simulations, research articles, data sets, video, and still images. Not only are these resources impossible to include in an traditional

print-based school library collection, but also their expert sources and current creation dates can allow school libraries to facilitate the types of innovative learning that promote science literacy and support a variety of learning styles. Visit the NSDL and click on the Resources For K-12 Teachers link.

School librarians can use their skills in questioning, research, and analysis to help all students learn science better and to internalize replicable personal models for learning. Flexing your library science expertise in resources and processes is also a way to entice science teachers to help you build a good science collection. You'll get the help you need and let them know that you value their content knowledge.

Table 1.  
Comparison of Inquiry Models for Science and Information.

**The Scientific Method**

1. Question
2. Hypothesis
3. Experimental Plan and Predicted Result
4. Experiment
5. Comparison of Predicted and Actual Results
6. Conclusions (Hypothesis Correct or Incorrect)

**Inquiry-Based Learning**

1. Ask
2. Investigate
3. Create
4. Discuss
5. Reflect

An important inroad into a discussion with the science teacher may be to explain the overlap between the processes of science and research. Table 1 (below) compares the phases of the scientific inquiry model ("The Scientific Method") to those of the information inquiry model ("Inquiry-Based Learning").

Both models begin with questioning, move investigating the question, employing a strategy for collecting evidence, and then, synthesizing and analyzing results. The school librarian has skills in many of these phases that the science teacher may not realize. Since "the librarian has the knowledge and skills regarding the provision of information and solution of information problems as well as the expertise in the use of all sources, both printed and electronic," school librarians are able to help kids to ask good questions, direct

## Information literacy – an assignment for the library

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As the necessity of a scientific approach is not confined to year three, the Östra Real School management has decided to use 20 “project study hours” in year one. The students do basic training in scientific work, including a “mini project”. They also do a 4 point (hours) course in information retrieval, information evaluation and library knowledge. (Of course students are informed about how to seek information and use a library in both primary and lower secondary school, but we find that they often forget what they have learned).

The objective for this is that the students in Östra Real, getting a basic training in seeking and evaluating information in Year One, become more adapt at finding information, using it and viewing it critically.

The school management has decided to delegate the task to the library and its staff, to full-time qualified librarians (there is no clerical staff) of being in charge of the basic training in information retrieval and associated subjects.

The Library part of the 20 points, the four hours, comprises several different sections. One is a general library part, one an Internet part and also a part with an introduction to criticism of sources. As there are 11 classes in year one, it means that the librarians devote 44 hours to this, not counting time for preparation. We use both classrooms, computer halls and, of course, the library itself with its resources.

We start the first section, Library introduction (5-10 minutes), by talking about the library resources, opening hours, staff and terms of use. We put emphasis on the personal responsibility our users have for their loans and that they must replace or pay for lost books.

After that follows a section, What is information?, (70-90 minutes), when we discuss different forms information can take, with emphasis on printed sources, and the difference between them. We also discuss, fairly extensively, how to formulate questions, use the computerised library catalogue and how to use the information you find. How to navigate the library shelves is naturally also a part.

Included in this section there is a comprehensive session of practical exercises and a brief discussion. The exercises may be formalised, but are tailored to each class, the miniprojects the students do and themes the teachers want to emphasise.

Section three, Internet and searching the Internet, (90-110 minutes) starts with a recapitulation of the different kinds of information, but now with emphasis on Internet based material. We explore various search structures and stress the advantages of using the possibilities offered by the Östra home page. (Some search engines are paid for by the school and only available when using computers in the school).

The next session, Evaluation of sources (15-20 minutes), deals with the reliability of different kinds of sources and criteria to observe when evaluating your sources. We put special emphasis on the difference between ordinary printed material and what you find on the Internet, when it applies to general credibility. We stress the importance of using both traditional, printed matter and the new opportunities offered by the Internet.

Finally References. Here we discuss how to write a list of references, i. e. what to include and how to write, both with printed sources and those of a less permanent kind. We stress the importance of including all important facts in the list and, when “net sources” are used, that the students copy pages referred to, on paper or on discs.

To conclude the “Internet” part of the course and give the students a chance to practise this there are exercises (as before tailored to topics relevant to the class), followed by a brief but important discussion of the sources found.

These four hours form the basis for the students search for and using information. It also establishes the library, its resources and staff as a friendly, helpful and reliable partner for student use. (Of course the teachers in their teaching also talk about information retrieval and use as it applies to their subjects, stressing the importance of using the library and its staff).

In the years that follow, the library plays a central part in the students work, helping them define problems, formulate questions, decide on relevance in material and how best to present results, both with all the minor tasks they have and with the 100 point project that they have to do by the end of year three, of which the four hour course in year one is an integral part..

It might also be interesting to know that the library is in charge of handling all the text books the students use, which means that all students have to visit the library frequently. (Since we started this, loans have soared from 4500/year to 26 000/year).

In the school evaluation each year the library comes out as the most popular institution in the entire school.

Östra Reals Gymnasium, in central Stockholm, is a Swedish upper secondary school with 1050 students aged 16 – 19 (350 students in 11 classes in each year). The curriculum is theoretical, with programs in Natural Sciences and Social Sciences. Östra Real is very popular and the students come from all over the Stockholm area

**NB! Deadline for next number, at April 1, 2007**



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Assistant professor at Doshisha University.  
Having got through a decade of my graduate work in Tokyo, now teaching Library Science and Education in Kyoto, an old capital of Japan.

I am interested in the history of school libraries and the global development of school libraries!



**Dr. Ronald Schneider**  
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Head of the Public Library Oberhausen which manages 62 school libraries. Dr. Schneider acts as Chairman of the panel of experts "Library & School", which was appointed by the German Library Association (Deutscher Bibliotheksverband).



**Anne-Marie Tarter**  
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Originally from California, Anne-Marie Tarter moved to Yorkshire twenty-five years ago and has worked as the school librarian at Ripon Grammar School for the last fifteen years. She has a BA from Stanford University and a MLS in Information

Science from San Jose State University. Once in the UK she undertook a further year of post-graduate study focusing on librarianship in the British school context at Leeds Metropolitan University and in 1990 became a chartered member of CILIP.

Developing pupils' information Literacy has always been a key interest of hers. Anne-Marie has put together a programme of IL skills development, delivered through curricular subjects, that has been the subject of several research studies. She delivers training on information literacy and using the Internet to both librarians and teachers.

She served as the secretary of national committee of the Schools Library Group of the Chartered Institute of Library and Information Professionals from 2000-2005 and was on the working parties that helped to write the last two editions of the CILIP Guidelines for Secondary School Libraries. In Spring 2006 she was awarded the School Library Association's 'School Librarian of the Year'.



**Helen Boelens**  
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is a lifelong learner. She was born (in 1944), bred and educated in Australia. In 1969, while working for UNICEF (United Nations Children's Fund) in New York, she met her Dutch husband, Otto. During her stay in New York, while Otto was obtaining his Ph.D., Helen carried out

part-time post-graduate study at New York University. In 1974, Otto and Helen moved to the Netherlands, where they raise two daughters, Elisa and Ella. Helen spent her spare time perfecting her knowledge of the Dutch language and Dutch children's and adult literature. She also attended post-graduate courses at a number of Dutch universities. Once the children were of school age, she was able to go back to her work as a school librarian, firstly in Dutch primary schools and later Dutch secondary schools.

Helen Boelens is now the Chief Librarian, Kalsbeek College, Woerden, the Netherlands, a post which she has held for the last 8 years. She is also a PhD research student at the School of Lifelong Learning and Education, Middlesex University in London. She is a founding member of the European Network for School Libraries and Information Literacy (ENSIL), a member of the LWSVO (Landelijke Werkgroep Schoolmedia-thecarissen Voortgezet Onderwijs) and a member of the NVB



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Professional service:  
President of ABIR Covasna County

Award: School Librarian of the Year (the "Ion Bianu" Price in 2005)

## Theme for next number:

### School Library 2.0 and implications for the developing world?



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Teacher of Italian Literature and History at the upper secondary school [1973-99]  
PhD in History of Political Philosophy [1984-87]  
Teacher and in the same time school librarian [1990-99]

Educational Researcher at the IRRE Piemonte ([www.irrepiemonte.it](http://www.irrepiemonte.it) Regional Institute of Educational Research which belongs to the Ministry of Education) [1999-2005]  
Director of training courses for teachers and school librarians with special focus in teachers' best practices documentation [2000-04]  
National Coordinator of the Italian School Libraries Section of AIB (Italian Association of Librarians) [2002-05]  
Editor of the Italian version of 2002 IFLA-UNESCO School Library Resource Centre Guidelines [2004]  
Director of the IRRE Piemonte [from 2005 ]



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is an Assistant Professor of Library and Information Science at Wayne State University and a Research Investigator at the School of Information at the University of Michigan, USA.

Marcia works with budding school and youth librarians and is also

involved with the National Science Foundations National Science Digital Library program  
<http://nsdl.org> where she has led five projects that investigated how learners in educational and informal settings seek and integrate innovative science resources into their knowledge and practice.



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Chief librarian, Östra Reals gymnasium, Stockholm  
Has been teaching library knowledge since 1976, Since 1998 in charge of the library at Östra Reals gymnasium, Stockholm. Initiated the four hour information literacy course in 2001. Lectures on teaching information literacy and delivered a paper on the subject at the IASL conference in Hong Kong in 2005



**Dr. Lesley Farmer**  
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Dr. Lesley Farmer, Professor at California State University Long Beach, coordinates the Library Media Teacher program. She earned her M.S. in Library Science at the University of North Carolina Chapel Hill, and received her doctorate in Adult Education from Temple University. Dr. Farmer has worked as a teacher-librarian in K-12 school settings as well as in public, special and academic libraries. A frequent presenter and writer for the profession, her research interests include information literacy, collaboration, and educational technology.



**Corinne Laverty**  
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is Head of the Education Library at Queens University in Kingston, Ontario, Canada. She began her teaching career in a high school music classroom but today serves as a librarian with teacher candidates, graduate students and faculty at the Faculty of Education. She teaches courses and workshops on information literacy and resource-based learning using her research on how children develop information literacy skills to inform her classroom methods. She is currently researching how teacher-candidates develop their inquiry skills and preparing two case studies that provide a video documentary of inquiry projects in local classrooms. Cory holds a B.Music (Queen's University), B.Ed. (University of London, England), Masters in Music (University of Western Ontario), MLIS (University of Western Ontario), Ph.D. (Information Science, University of Wales, U.K.).



We will present more members of the section in the next newsletter